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ABSTRACT

Designed to assess the attitudes toward and perceptions of competency in teaching reading in the content areas held by preservice and inservice teachers of elementary and secondary school content area subjects, this inventory contains specific skill statements on a five-point Likert-type scale. Each statement represents and illustrates the integration of reading instruction with content instruction. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (teacher knowledge and attitudes), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

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The Chin Inventory on Content Area Reading Instruction.

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

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CS 207932

Category: Teacher Knowledge and Attitudes

Title: The Chin Inventory on Content Area Reading Instruction

Author: Beverly Ann Chin

Age Range: Adult

Description of Instrument:

Purpose: To assess attitudes and perceptions of competency in teaching reading in the content areas held by pre- and in-service teachers of elementary and secondary content area subjects.

Date of Construction: 1975

Physical Description: Teachers respond to twenty-seven specific skill statements on a five-point Likert-type scale. Each statement represents and illustrates the integration of reading instruction with content instruction. The Chin Inventory has two independent sections. Part A assesses teachers' attitudes toward content area reading instruction. Part B assesses teachers' perceptions of competency in content area reading instruction. Sample items from each section follow:

PART A

Below is a set of statements dealing with reading instruction in the content areas. Rate the IMPORTANCE of each statement to you as a teacher in YOUR CONTENT AREA by responding to the following five-point scale:

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

Mark your responses by circling your choice on the scale after each statement.

To me, incorporating into my assignments instruction on how to read regular classroom materials is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

PART B

Below is a set of skills dealing with reading instruction in the content areas. Rate YOUR QUALIFICATION to perform each skill in YOUR CONTENT AREA by responding to the following five-point scale.

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

Mark your response by circling your choice on the scale after each skill question.

HOW QUALIFIED ARE YOU

To assist students in setting a definite purpose for reading assigned materials?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

Each section of the Chin Inventory should be scored separately. To assess teachers' attitudes toward teaching reading in the content area, Part A of the Chin Inventory should be given. Teachers indicate the degree and direction of their attitude toward content area reading instruction by rating the importance of each of the 27 statements on five-point scale. The number selected on the attitude scale becomes the weighted response assigned to that item. The sum of the 27 weighted responses is the teacher's attitude score, with a low total score indicating a more positive attitude toward content area reading instruction than a high total score. A total attitude score can range from 27 (1 X 27) to 135 (5 X 27), with any score below 81 (3 X 27) reflecting an attitude on the positive side of the scale.

To assess teacher's perceptions of competency in teaching reading in the content area, Part B of the Chin Inventory should be given. Teachers indicate the degree and direction of their competency in content area reading instruction by rating their qualification to perform each of the skills on a five-point scale. The number selected on the competency scale becomes the weighted response assigned to that item. The sum of the 27 weighted responses is the teacher's perception of competency score, with a low total score indicating a more positive perception of competency in content area reading instruction than a high total score. A total perception of competency score can range from 27 (1 X 27) to 135 (5 X 27), with any score below 81 (3 X 27) reflecting a perception of competency on the positive side of the scale.

Validity, Reliability and Normative Data:

The content validity of the Chin Inventory was determined by a thorough review of the professional literature on content area reading instruction. Based on this survey, specific competency statements were created to exemplify the integration of reading instruction with content instruction. These competency statements were submitted to a panel of content area teachers and reading experts who evaluated each statement. The statements that were judged to be important competencies in content area reading instruction,

applicable to teachers in all content areas, became items of the instrument. In addition, the total set of skill statements presented an operationally defined, competency-based view of the concept, content area reading instruction.

The reliability of the Chin Inventory was determined by the split-half method. Reliability coefficients of .92 for the attitude measure (Part A) and .97 for the perception of competency measure (Part B) were obtained using the Spearman-Brown prophecy formula on a sample population (N = 224). The coefficients obtained for each of the subgroups in the sample population ranged from .86 to .98, all of which were highly reliable for groups measurement purposes.

Related Documents:

Evans, Carolyn. "Attitudes of Secondary Teachers toward Teaching Reading and Their Perceptions of Their Competencies in Reading Instruction." Doctoral dissertation, Mississippi State University, 1977.

Flanagan, Beverly Ann Chin. "A Competency-Based Assessment of Secondary Teachers' Attitudes and Perceptions of Qualification in Content Area Reading Instruction." Doctoral dissertation, University of Oregon, 1975.

Kozey, Louisa. "A Study of Secondary Teachers' Perceptions of Importance, Qualifications, and Implementation of Content Area Reading Instruction." Doctoral dissertation, University of Oregon, 1980.

CHIN INVENTORY ON CONTENT AREA
READING INSTRUCTION

PART A

Below is a set of statements dealing with reading instruction in the content areas. Rate the IMPORTANCE of each statement to you as a teacher in YOUR CONTENT AREA by responding to the following five-point scale:

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

Mark your response by circling your choice on the scale after each statement.

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1. To me, incorporating into my assignments instruction on how to read regular classroom materials is

   VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

2. To me, formulating questions that help students relate, compare, analyze, and evaluate material as they read an assignment is

   VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

3. To me, creating situations in my class in which students apply the reading skills taught in other classes is

   VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

4. To me, motivating students to read a wide variety of subject-related materials is

   VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

5. To me, designing reading tasks that require students to skim and scan materials for specific information is

   VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

6. To me, structuring lessons that help students see an author's purpose and evaluate the effectiveness of the writing in reaching that purpose is

   VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

7. To me, selecting or designing reading activities that provide concrete information on each student's reading strengths and weaknesses in the content area is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

8. To me, providing instruction in reading graphic and pictorial aids such as charts, maps, tables, cartoons, and diagrams is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

9. To me, using my knowledge of students' reading ability to organize the class into small task groups is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

10. To me, developing activities that require students to read from different sources on a particular subject and then compare and contrast information they have gathered is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

11. To me, designing situations that encourage students to periodically reflect on the information already gained in a reading selection and to predict what the author might say next is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

12. To me, helping students identify and locate reading material of appropriate interest and difficulty is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

13. To me, designing activities that motivate students to read assigned materials is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

14. To me, creating reading assignments that assist students in identifying significant ideas and then in determining relationships between them is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

15. To me, structuring questions that reveal the degree and level of students' comprehension of reading assignments is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

16. To me, creating exercises that assist students in analyzing the influence of context on the literal and emotional meanings of words is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

17. To me, designing lessons that require students to use information gained in reading to solve a problem is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

18. To me, creating tasks that cause students to attend to the organization of reading material is

VERY IMPORTANT 1 2 3 4 5 NOR IMPORTANT

19. To me, assisting students in setting a definite purpose for reading assigned materials is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

20. To me, varying reading assignments according to the reading ability of the student is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

21. To me, structuring assignments that require students to follow a sequence of events or directions is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

22. To me, constructing study guides that cause students to engage in the appropriate reading-thinking process for a given selection is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

23. To me, developing a conceptual background for material to be read by preceding reading assignments with concrete experiences and discussions is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

24. To me, organizing and conducting small group activities for students to discuss reading assignments so they might check their understanding among themselves is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

25. To me, designing questions that require students to determine the meaning of new words through contextual clues is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

26. To me, planning instruction using materials and texts of varying reading difficulty to meet individual differences in reading ability is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

27. To me, creating situations that require students to make inferences and generalizations from their reading and to discuss their reasons is

VERY IMPORTANT 1 2 3 4 5 NOT IMPORTANT

CHIN INVENTORY ON CONTENT AREA
READING INSTRUCTION

PART B

Below is a set of skills dealing with reading instruction in the content areas. Rate YOUR QUALIFICATION to perform each skill in YOUR CONTENT AREA by responding to the following five-point scale.

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

Mark your response by circling your choice on the scale after each skill question.

HOW QUALIFIED ARE YOU

28.. To assist students in setting a definite purpose for reading assigned materials?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

29. To construct study guides that cause students to engage in the appropriate reading-thinking process for a given selection?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

30.. To create situations in your class in which students apply the reading skills taught in other classes?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

31. To structure lessons that help students see an author's purpose and evaluate the effectiveness of the writing in reaching that purpose?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

32. To create reading assignments that assist students in identifying significant ideas and then in determining the relationships between them?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

HOW QUALIFIED ARE YOU

33. To design reading tasks that require students to skim and scan materials for specific information?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

34. To create exercises that assist students in analyzing the influence of context on the literal and emotional meanings of words?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

35. To design questions that require students to determine the meanings of new words through contextual clues?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

36. To vary reading assignments according to the reading ability of the student?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

37. To create situations that require students to make inferences and generalizations from their reading and to discuss their reasons?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

38. To design lessons that require students to use information gained in reading to solve a problem?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

39. To plan instruction using materials and texts of varying reading difficulty to meet individual differences in reading ability?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

40. To design activities that motivate students to read assigned materials?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

41. To provide instruction in reading graphic and pictorial aids such as charts, maps, tables, cartoons, and diagrams?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

HOW QUALIFIED ARE YOU

42. To organize and conduct small group activities for students to discuss reading assignments so they might check their understanding among themselves?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

43. To formulate questions that help students relate, compare, analyze, and evaluate material as they read an assignment?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

44. To structure assignments that require students to follow a sequence of events or directions?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

45. To organize your class into small task groups based on your knowledge of students' reading ability?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

46. To develop a conceptual background for material to be read by preceding reading assignments with concrete experiences and discussions?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

47. To help students identify and locate reading material of appropriate interest and difficulty?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

48. To motivate students to read a wide variety of subject-related materials?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

49. To design situations that encourage students to periodically reflect on the information already gained in a reading selection and to predict what the author might say next?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

50. To select or design reading activities that provide concrete information on each student's reading strengths and weaknesses in the content area?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

HOW QUALIFIED ARE YOU

51. To develop activities that require students to read from different sources on a particular subject and then compare and contrast information they have gathered?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

52. To create tasks that cause students to attend to the organization of reading material?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

53. To structure questions to reveal the degree and level of students' comprehension of reading assignments?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED

54. To incorporate into your assignments instruction on how to read regular classroom materials?

VERY QUALIFIED 1 2 3 4 5 NOT QUALIFIED